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ABSTRACT

In 1979 the United States District Court ordered the Detroit Public Schools to transfer its teachers in such a way that each school in the system would have a faculty comprised of not more than 60% of one race. In order to effect this balance, the district had to involuntarily transfer 472 teachers. This application for Emergency School Aid Act funds introduces the staff desegregation component of the city's desegregation plan, details the concerns of school staff, students, and parents, and presents the activities undertaken to effect desegregation. Interviews and questionnaires were used to determine the existence of problems with respect to involuntary transfers of staff. The concerns articulated by respondents suggested activities that had to be performed to ensure quality in the delivery of educational services to students. Objectives (with completion deadlines) were developed and are presented in chart form with the activities designed to meet each objective and the techniques used to evaluate each activity. (MK)

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ED193370

DETROIT PUBLIC SCHOOLS
EMERGENCY SCHOOL AID ACT
SPECIAL PROJECTS APPLICATION

Submitted by:

Office of Federal, State and Special Programs
Department of Program Development

June 11, 1979

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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BACKGROUND

On February 26, 1979, the U.S. District Court issued its most recent order relating to the desegregation of the Detroit Public Schools. In this order, the court directed that the district transfer its teachers in such a way, that beginning in September, 1979, each school in the district will have a faculty which is comprised of staff of not more than 60% of one race. This "60/40" balance will require the transfer of approximately 472 teachers and involves approximately 125 of the district's schools.

This new 60/40 order is thus "merged" into a desegregation plan for the district which was originally implemented in January of 1976 and involved the movement of approximately 26,000 students. The January 26, 1976 order was extremely comprehensive in nature. Pupil reassignment was but one of twelve components which were and are intended to raise the quality of education for all students in the district.

The components of the order issued by U.S. District Judge Robert DeMascio and described more fully in subsequent orders are:

Student Transportation
Reading & Communication Skills
Inservice Training
Vocational Education
Testing
Student Rights &
Responsibilities

School Community Relations
Counseling & Career
Guidance
Co-Curricular Activities
Bilingual/Multi-Ethnic
Studies
Faculty Assignments
Monitoring

In addition to the above components, the order called for restructuring of grades within the schools of the district so that every school is either an elementary (grades K-5) middle (grades 6-8), or high school (grades 9-12).

The order also provided for the creation of a U.S. District Court Monitoring Commission which audits the school district's efforts to implement the desegregation plan. Thus, as a result of the court-ordered pupil reassignment plan, grade restructuring and educational components, each school in the district is directly affected by the federal court ordered desegregation plan and closely scrutinized by the court appointed monitors.

The components implemented in January, 1976 were student transportation, grade reorganization and faculty reassignments to achieve staff of not more than 70% of one race in all schools.

In September, 1976 four additional components were implemented: Reading, Communication Skills, Inservice Training, Testing, and Counseling and Career Guidance.

The Detroit Public Schools presently enroll approximately 236,000 students in grades K-12 and employ 20,000 persons in 280 schools. The district is divided into decentralized regions.

This decentralized structure consists basically of eight geographic areas, called Regions which are approximately equal in numbers of schools and numbers of students. Each is headed by a Region Superintendent and Region Administrative staff. Under the decentralization guide-

lines the Regions retain much control over operational facets requiring the establishment of Region policy. Each Region has a five member Board of Education elected by the residents of that region. The member receiving the largest number of votes also sits on the Central board of Education which is composed of the eight Region chairpersons and five additional members elected at large.

INTRODUCTION TO STAFF DESEGREGATION COMPONENT

As pointed out in the introduction, on February 26, 1979 all schools in Detroit, beginning in September, 1979, will be required to have faculties which are comprised of no more than 60% of teachers of one race.

This staff desegregation will be accomplished through the transfer of about 472 teachers and affect over 125 schools in the district. (See table on next page). Most of these transfers will be "involuntary" in nature. Because of this involuntariness, district staff have attempted to identify those problems associated with the transfers and address resultant needs in this proposal.

As will be shown in the supportive data which follow, meetings were held with Region Superintendents and their staff, the Detroit Federation of Teachers, school principals, teaching staff, students, parents and community members.

As a result of these meetings, concerns were grouped, needs were identified and activities were proposed by all parties to the process.

It is felt that the process used, namely an involvement of all persons who will be affected, has resulted in an accurate statement of the problem and the development of activities which will be most effective in addressing the identified need.

COURT ORDER PROJECTED TRANSFERS BY REGION
SCHOOL YEAR 1979-80

REGION	TRANSFERS OF WHITE FACULTY TO BE REPLACED BY BLACK FACULTY			Total	TRANSFERS OF BLACK FACULTY TO BE REPLACED BY WHITE FACULTY			Total	GRAND TOTAL
	Senior High	Middle	Elementary		Senior High	Middle	Elementary		
1	0	0	1	1	17	29	22	68	69
2	4	17	22	43	6	6	11	23	66
3	2	4	6	12	4	10	16	30	42
4	4	23	18	45	0	1	5	6	51
5	0	0	2	2	0	23	41	64	66
6	9	33	17	59	0	2	4	6	65
7	13	9	41	63	0	0	2	2	65
8	0	0	9	9	7	15	15	37	46
City-Wide	2	0	0	2	0	0	0	0	2
TOTALS	34	86	116	236	34	86	116	236	472

7

8.

STATEMENT OF NEED:

There is a need to reduce the anxieties, fears and resentments of the 472 teachers who will be transferred in September 1979 in order to meet the court ordered requirement of a 60/40 racially balanced staff in each of the district's 290 schools. A concomitant need exists to address the concerns and expectations of the students and other teachers who will also be affected by the involuntary teacher transfers.

PRIORITY RANK OF NEED: 1SUPPORTIVE DATA FOR THE NEED:

In order to determine the existence of the problems with respect to the involuntary transfers of staff which are required by the court, a multi-faceted approach was employed. Interviews were held with Region Superintendents, school staffs and students, the Detroit Federation of Teachers, Superintendents from other districts across the nation, parent and community representatives, and U.S. Office of Education personnel. In addition, questionnaires for teachers and students were prepared and administered so that those directly affected could respond, anonymously, to personal concerns they held relative to the transfers.

A. National Data. As pointed out by U.S. Office of Education officials, many districts throughout the nation that have undergone court ordered staff desegregation have encountered similar problems. Problems of morale, fear, discipline, administration, etc., present themselves whenever forced transfers for racial balance are required.

As pointed out in an article entitled "Staff Integration", by William G. Scharffe, "We all knew what would happen when the (transfer) notices reached the buildings. The phone calls and the visits to our offices began. Most of those teachers who were upset felt that they had legitimate questions of seniority or certification. Others simply felt they could not function in their new assignments. Our staff members were facing an uprooting over which they had no control." Phi Delta Kappan, January, 1979, p. 361.

In discussions with personnel from districts across the country, the following comments were received:

San Francisco: "...a tremendous number of grievances were filed. Teachers refused to cover vacant classes."

Los Angeles: "...we encountered an attrition rate approaching 30%. Teachers had great fears about the new communities in which they were to be placed. Hostility was encountered from communities and existing staff."

Chicago: "...Big problems ensued. There was much resentment by indigenous principals, staff and students. Over 2700 teachers had to be transferred and many many vacancies simply could not be filled."

As noted in the Education Daily, May 29, 1979, "... 5000 members of the Chicago teachers' union responded to a survey of job-related stress conducted by RMC Research Corporation. Of 56 factors that could potentially cause stress, teachers cited as the most stressful involuntary

transfer frequently associated with desegregation ..."

As will be shown below, many of these same problems and concerns were identified in Detroit. Also, many of the techniques which school districts in the cities above used to ameliorate these concerns, fears, and problems have been incorporated into the activities section of this component.

B. Local Data. In an effort to determine the existence of local concerns, fears, problems, etc., questionnaires were developed for students and teachers in a sample of schools where large numbers of staff are to be transferred. This sample included schools where many Black teachers were to be transferred as well as ones where large numbers of White teachers were to move. The data have not been separated by such schools, however, because it was found that the identified problems were the same regardless of the race of the respondents or the nature of the school.

All teachers in each building were asked to respond as if they were going to be transferred to achieve the 60/40 racial balance. The teachers were asked three questions:

1. What, if any, personal and/or professional concerns would you have if you were transferred (to achieve the 60/40 racial balance of staff)?
2. What, if any, impact do you think these transfers may have on the delivery of educational services to the students in your present building?
3. What services, if any, should be provided to you by the school district to address any of the concerns you have listed above?

Generally, the concerns identified fell into ten basic categories: 1) Lack of Information, 2) Security, 3)

Preparation Needed, 4) Gas/Distance, 5) Requirements of Administration in New School, 6) Attrition/Morale, 7) Program Continuity, 8) Classroom Discipline, 9) Teacher Expectations, and 10) Student Expectations. Each category is examined below.

1. Lack of Information.

Unfortunately, because of the recency and the size and scope of the order, plans are even now being finalized and teachers have not been notified individually as to any new assignments which will be required. Examples of the concerns raised in this area include:

"...what about seniority? Where will I go? What will my grade level or subject requirement be?"

"...the new community--what's it like?"

"...the new staff--what's it like?"

"What are the socio-economic, cultural values, classroom control and management strategies, academic needs and parental attitudes present in the new location?"

"...when will I know?"

In general, even those teachers who were willing to accept their new assignments pleaded for such information at the earliest possible time in an effort to provide as good or better educational services as are now being provided.

2. Security

An overwhelming number of teachers, both Black and White expressed deep concerns over security to their person and property in any new location. Part of the concern was, no doubt, a function of the lack of specific information as to the exact location where they will be teaching in September. Many assumed the worst. For example, one teacher

~~indicated, "What protection would I have in a hostile neighborhood?" As with most situations which have become familiar, persons who will be uprooted are concerned about new surroundings, new procedures and unknown facilities.~~

3. Preparation.

Examples of concern in this area included:

"...new rooms should be equipped from the first day."

"...we need inservice staff days to permit new staff to learn others' goals and teaching styles."

"...time to plan."

"I have a feeling of being phased out--pushed into a closet--having to start all over again."

Teachers wanted to know the operations, expectations, achievement plans and available programs in the new schools as soon as possible so that they could adequately prepare over the summer. They also indicated concerns relative to the transfer of much of their present materials, supplies, etc. to their new location. How much of these items could they bring? Who would bring them? How much would have to be designed and created anew?

4. Gas/Distance etc.

~~Many teachers, in light of the current energy shortages, expressed real concerns about the new distances which would have to be travelled. Many indicated that they had purposefully located their homes in their present teaching areas and would be very upset to have to travel long distances to a new location. Gas costs in themselves were cited by many as being an added burden which they would otherwise not have~~

to bear. Many indicated a desire to have the district assist in the formation of car pools to ameliorate this problem. Many raised other personal concerns in this area such as, "It would affect my picking up and delivering of my own children to their school and baby sitter." One teacher facetiously asked, "Is the judge going to pay the extra gas expense?"

5. Administration in the new school.

Most teachers, having become familiar with the administration of their present school, stated concerns that until such rapport is established in a new location, serious educational problems can result.

"Will the new administration be concerned about my input?"

"Will I be accepted and respected?"

"Will I be given a class no one else wants because I'm new?"

"The children need stability and security and have been upset enough by bussing procedures. Discontent breeds only more discontent. Teachers attitudes reflect in those of the children."

As pointed out above, many of these concerns may also dissipate either when more information is provided to the transferees and/or soon after they arrive at their new location and meet the administration, staff, students and parents. Nevertheless, the perceptions of these teachers at the present time is real and must be addressed if effective educational services are to be provided.

6. Attrition/Morale.

Similar to Los Angeles (noted above) it would not be surprising to observe an attrition rate much above normal

if no remedial action is taken on the part of the district. The comments in this area were many in number. Examples of typical responses included:

"The conditions of my next assignment will determine whether I remain in the school district."

"If I did not like the change I would quit teaching and would go into business."

"Detroit will suffer in the end--from 1) inferior personnel and 2) from lack of desire to even be here."

"We're teachers--not pawns."

"My morale would be very low which would affect my teaching."

"Teachers will become disillusioned and frustrated and and will just give up--clock in and clock out."

"Is race more important than quality?"

Probably in no other area is it imperative for the district to immediately address many of the perceptions indicated above. Many of these concerns are simply caused by the lack of personal contact and consideration in the transfers. Once teachers are listened to, many of the concerns expressed begin to disappear. One teacher noted that she hoped the concerns written on the questionnaire would be read by someone as this was her first and only opportunity to tell anyone in the district what she really felt.

7. Program Continuity.

Many teachers felt that the quality of education in the district would suffer as a result of the forced transfers. In addition to the morale and discipline problems which may occur, they stated, other educational problems would result from the transfers. Many teachers related how they had

established curricular and extra-curricular programs at their present school (e.g., after school tutorial classes, chess clubs, photography classes, etc.) which would be jeopardized if they were to be transferred to another school. For example, one commenter indicated:

"My impending transfer will destroy the continuity of the yearbook. I have made business contacts for the school that would be lost. It may be difficult to get another teacher to take this class at all."

Time is also needed to adjust, to secure materials and supplies, to get to know the staff, community, students and parents; time is needed to acclamate to new surroundings; new school goals and procedures must be learned before effective education can take place.

8. Classroom Discipline

Data which identified and supported the existence of potential classroom discipline problems were also found in responses to the questionnaires administered to teachers and students. Teachers, for example, in response to the question of the impact these transfers will have on the delivery of educational services in their present building, stated:

"The whole thing can be very upsetting to students if they lose a teacher they have learned to communicate problems, etc. with."

"The discipline would not be as effective with many new teachers."

"The transfers will disrupt the continuity of learning. Teachers new to the building will be unfamiliar with students' problems and abilities."

"Students feel more secure with a staff they know for a period of time. Change of faces is disruptive."

"Break down in discipline."

"Any time a person of long standing is changed to another situation, adjustments must be made, students lose in the re-adjustment process."

The student responses to the questionnaire presented perceptions that new teachers, particularly White teachers, will be put to a very severe test in maintaining classroom discipline and in managing the learning situation productively. Examples of these student responses to the effect of the teacher-transfers included:

"The new coming teacher will have to deal with an unruly class if White. Now if a Black teacher was coming there won't be as much trouble. He would be more respected than a White teacher. I know that this happens. I've seen it."

"Most White people don't know how to deal with Black students. Black teachers most of the time know where we are coming from. If we should have a problem we can go to him/her. Plus some of them might be against Black kids and I don't want to be blamed for something I didn't do. So yes it will be a lot more problems if more new come in. More of what we have."

"The White teacher may not like the Blacks and determine to teach them nothing, or may just let them act a fool in class."

"Some kids are bad and I think more Black teachers can handle the children."

"The boys and girls will be playing around not doing their work and not paying attention to what the teachers say. They'll roam around the school especially if they're White."

"A lot of students do not like White people and I think that the students would cause a lot of problems and get put out of school - just because of this transfer."

"Black kids would start jumping on White teachers and talking bad - bring knives and guns to school because a White teacher hit them. And then walkout and the principal will have a lot of problems."

Viewing the student and the teacher responses together equals a potentially explosive or disruptive situation when the transfers are effectuated. There is obvious need to provide the transferred teachers tools and resources to enable them to establish and maintain effective classroom discipline

9. Teacher Expectations

Prior to the implementation of the portion of Detroit's desegregation order which required the movement of students, surveys were conducted with teachers, students, and parents. The results of the surveys showed that teachers were exhibiting classroom behaviors which demonstrated differences in their expectations for their students. Specifically, the teachers were showing lower expectations for their minority students.

There seems little doubt at this point in time that classroom behaviors which demonstrate differential teacher expectations for their students prevents the provision of equal educational opportunities for all students.

A review of current literature has shown the importance and the effects of teacher expectations. In addition to a review of the literature, information was obtained from recent teacher surveys and interviews with regional administrators, principals, and teachers.

The results of the literature review, recent teacher surveys, and interviews are presented below:

The results of a number of recent investigations demonstrate rather convincingly that "... how teachers behave toward their students, and the opportunities they make available to students to participate in the educational process, are largely functions of their perceptions and expectations." (Geneva Gay, "Teachers' Achievement Expectations of and Classroom Interactions with Ethnically Different Students" Contemporary Education XLVIII, No. 3, Spring, 1975, pp. 166-172.)

In the Spring, 1979 issue of Educational Horizons published by Pi Lambda Theta, Valora Washington presents a review of literature on the role of teacher behavior in school desegregation, and most particularly on minority children and teacher behavior. In the summary, Dr. Washington stated: "The literature strongly suggests that biased assessments of minority children do occur. Teachers have been found to hold differing attitudes about, expectations for, and behavior toward advantaged, disadvantaged, Black or White children." Throughout the article the quality and quantity of teacher-student interaction are identified as the variables which serve as the vehicles conveying teacher expectations to the children.

The data from one question in the 1977 and 1978 Desegregation Surveys conducted by the Detroit Public Schools' Research, Evaluation, and Planning Department are presented here to substantiate the existence of low pupil performance

expectations in general across the district. The teachers were asked: how well do you think students in your school are achieving academically this year as compared to last year?

PERCENTS OF TEACHERS RESPONDING "MUCH WORSE" OR "WORSE"

	1976-77 Compared to 1975-76		1977-78 Compared to 1976-77	
	Black Teachers	White Teachers	Black Teachers	White Teachers
Elementary Schools	61%	79%	6%	22%
Middle Schools	24%	35%	21%	33%
High Schools	44%	63%	24%	60%

The data demonstrate that substantial percentages of teachers, and most particularly White teachers view academic achievement levels in the negative sense. Low expectations are inherent in such views and conditioned such views. Based upon the research cited it can be assumed that the lowest expectations are for the minority students.

In the previously described process of meeting with staff at both the school and regional level a number of statements were made by the participants (teachers and administrators which have implications for the activities proposed in this application. Some of these statements are presented below.

"those kids (bussed students) have lowered the test scores."

"teacher expectations of students are a major problem"

"staff bring attitude that kids can't learn with them"

"racism and expectations are related"

"teacher expectations.....inability to cope with students in a multicultural situation, subtle and institutional racism exists, do not have high expectations for minority students, can't deal with kids in affective area effectively"

"Black students say White teachers favor White students and White students say Black teachers favor Black students"

"Teachers' expectations can be seen in the halls. Teachers expect White students to be orderly, but totally ignore the misbehavior of the Black students. Teachers ask White students to remove their hats, but rarely mention it to Black student."

The perceptions of both the students and the teachers shown above with respect to teacher expectations are a problem which must be dealt with immediately if effective instruction is to take place in a school district undergoing both staff and student desegregation. Without equal expectations for the Black and White students, and without the perception of same by the students themselves, equality of educational opportunity will simply not occur.

10. Student Expectations

The results of the student surveys previously referred to clearly pointed out that there is a relationship between student and teacher expectations. The concept of self-fulfilling prophecy as advanced by Rosenthal in Pygmalion in the Classroom point out that teachers can be performing as

instructional leaders in accordance with the expectations students have for them! The two-way nature of expectations has not previously been the central theme for attempts at improvement of classroom behaviors and interactions.

The information we have obtained, however, strongly indicate that "expectations" is a two way street.

It appears that student expectations are effecting teacher behaviors perhaps every bit as much as the teacher expectations effect student behaviors.

In May, 1977 and May, 1978 a survey was conducted for purposes of examining some desegregation related behaviors. A random sample of grade 7 and 10 students were selected to complete the questionnaire. Response data from questions related to students are presented in the following paragraphs.

On the grade 7 and grade 10 questionnaires were two questions related to perceived favoritism that is shown by teachers to students according to the race of the students or the race of the teacher.

The table that follows presents the student response data to the question: Are Black (White) students shown favoritism by staff in this school?

PERCENTS OF STUDENTS RESPONDING THAT OTHER RACE SHOWN FAVORITISM

	<u>Black Students</u> (White shown favoritism)	<u>White Students</u> (Black shown favoritism)
Grade 7		
1977	65%	70%
1978	58%	52%
Grade 10		
1977	65%	67%
1978	59%	52%

In all cases more than 50% of the respondents perceived that the other race is shown favoritism. The implications are that the students expect less than equal treatment for themselves as compared to the other race. If this perception is responded to behaviorally and/or academically it becomes a major issue in the classroom. Furthermore, one must question how much influence teacher behavior has had in communicating these perceptions to students.

In the questionnaire recently administered to students in schools where teacher transfers will occur, many responses indicated that student expectations for their teacher are clearly different depending upon the race of that teacher. Representative responses included:

"some students might not be able to adjust to the new teachers as fast as they did the Black teacher."

"Because some of the best teachers in this school are Black, some of the White teachers transferred in might not be as good."

"The problem would be that most of the children in this school are Black and I think that it should be left like it is."

"A lot of students do not like White people and I think that the students would cause a lot of problems and get put out of school. Just because of this transfer."

"Some of the students say that they don't like White people so in that way they may cause trouble for the teacher and on the other hand the teacher might dislike Black people and use their dislike for Black people to interfere with the grades."

C. Responses from Teachers Union and Parents.

The above ten sections document the need expressed mainly from the points of view of nationally recognized authorities, teachers and students.

Interviews were also held with the Detroit Federation of Teachers, the collective bargaining organization representing all 9000 teachers in the district. The Federation pointed out that it had received many of the same type of comments as noted in the teacher questionnaires above. In addition, it was stated that even teachers who have requested transfers object to being transferred on an involuntary basis. Also, the Federation received complaints of physical fear, muggings and automobile vandalism. Federation members indicated that a language problem might also become prevalent when teachers

who have not learned "street talk" are placed in environments where such is used. The Federation noted that, in its experience, racial antagonism among staff actually increases as the racial balance in a school approaches 50%. Parents have been telling the Federation that they feel that they are being penalized and will get inferior teachers.

Meetings were held with parents as well. Comments, including those of members of the ESAA Districtwide Advisory Committee parents included:

"Teachers will be "leaving home" when they leave their schools."

"Rumors already exist about non-supportive administrators."

"Staff will come in with a negative attitude and a lack of desire to cooperate."

"Each school has unique procedures e.g., recordkeeping) and it will take some time before the new teachers learn these procedures. Educational disadvantages will result."

The parents who were interviewed expressed a strong desire to have meetings of all staff, including both the new and existing teachers, prior to the opening of school. They wanted to meet the new teachers, express their welcome, offer their assistance in the acclimation process, and clearly describe the hopes, aspirations and educational priorities of the community from which they come.

D. Conclusion.

Data were collected from both National and Local sources. Interviews were conducted among teachers, administrators, students, parents and community members. All parties expressed concerns about the involuntary transfers. Many of the concerns

were simply related to a lack of information about the proposed moves. Many concerns, however, were strongly suggestive of activities which must be performed to ensure a high degree of quality in the delivery of educational services to students. The activities which follow were designed specifically to address the ten concerns expressed above. It is hoped that, in this way, there will be significant participation; further, it is anticipated that the activities will serve as a model for other school districts who will face similar concerns in this area. Finally, much emphasis has been placed in the design of the activities to incorporate successful techniques used in cities such as Los Angeles, Chicago, San Francisco and Boston when teacher movement was required for staff balance.

INTRODUCTION TO STAFF DESEGREGATION ACTIVITIES

Listed below are the ten problems identified and supported in the preceeding needs assessment section. Next to each problem is the title of the activity which is proposed to address the indicated need. Following this page is a timeline indicating the beginning and ending dates during which each activity will take place. Following the timeline are statements of overall objectives, description of activities and evaluation techniques to be employed in each activity.

PROBLEM	TITLE OF ACTIVITY
1. Lack of Information	1. PRE-SERVICE WORKSHOPS
~~2. Security~~	~~2. SECURITY TEAMS~~ <i>Not Funded</i>
3. Preparation Needed	3. PREPARATION TIME
~~4. Cas/Distance~~	~~4. MOTOR POOLS~~ <i>Not Funded</i>
5. Administration in New School	5. WORKSHOPS FOR ADMINISTRATION
6. Attrition/Morale	6. OMBUDSMAN
7. Program Continuity	7. SENDING/RECEIVING SCHOOL LINKAGES
8. Classroom Discipline	8. CLASSROOM MANAGEMENT TRAINING
9. Teacher Expectations	9. EQUAL OPPORTUNITY IN THE CLASSROOM
10. Student Expectations	10. STUDENT LEADERSHIP TEAMS

**DETROIT PUBLIC SCHOOLS
ESAA SPECIAL OBJECTS TIMELINES**

JUL. AUG. SEP. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUN

PRE-SERVICE
WORKSHOPS

X-----X											
---------	--	--	--	--	--	--	--	--	--	--	--

SECURITY
TEAM

X-----X				<i>Not Funded</i>							
---------	--	--	--	-------------------	--	--	--	--	--	--	--

PREPARATION
TIME

X-----X											
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NOTES
SCHOOL

X-----X	<i>Not Funded</i>									
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WORKSHOPS FOR
ADMINISTRATORS

X-----X											85
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EMBUDSMAN

X-----X											X
---------	--	--	--	--	--	--	--	--	--	--	---

PENDING/REC'G
SCHOOL LINKAGES

X-----X											X
---------	--	--	--	--	--	--	--	--	--	--	---

CLASSROOM MANAGE-
MENT TRAINING

X-----X											X
---------	--	--	--	--	--	--	--	--	--	--	---

EQUAL OPPORTUNITY
IN CLASSROOM

X-----X											X
---------	--	--	--	--	--	--	--	--	--	--	---

STUDENT
LEADERSHIP TEAMS

X-----X											X
---------	--	--	--	--	--	--	--	--	--	--	---

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STAFF DESEGREGATION COMPONENT
OBJECTIVES

1.0 By August 31, 1979 the ESAA staff will have designed and implemented a pre-service set of activities and meetings addressing the information concerns of all 472 teachers who will be transferred as part of the desegregation court order. This will be measured by descriptions of program and record of teacher participation submitted to the program monitor by September 30, 1979.

DELETE 2.0 ~~By August 31, 1979, the ESAA staff will have organized a security team and disseminated information relating to the security concerns of all 472 teachers transferred as a result of the desegregation court order. This will be measured by description of program and record of teacher participation in security activities submitted to the program monitor by September 30, 1979.~~

3.0 By August 31, 1979, the ESAA staff will have structured a process by which transferred teachers participate in compensated extra-preparation time to effect a smooth curricular transition for students in September, 1979. This will be measured by description of program and record of teacher participation in preparation activities submitted to the program monitor by October 31, 1979.

DELETE 4.0 ~~By August 31, 1979, the ESAA staff will have designed and implemented a car-pool program in which all transferred teachers can participate. This will be measured by design description and record of teacher participation submitted to the program monitor by October 31, 1979.~~

5.0 By August 17, 1979, at least 85% of all school administrators who will be receiving teachers as part of the desegregation court order will have participated in inservice training and will be able to demonstrate effective support techniques in assisting the acclimation of the new teachers to their building. This will be measured by evaluative reports on each administrative participant by the Management Academy staff of the district.

6.0 By June 30, 1980, each teacher transferred as a result of the desegregation court order will have been visited at least six (6) times by the Region ESAA Coordinator and will have had responses to each of the concerns raised to the coordinator during the 1979-80 school year. This will be measured by monthly and year-end reports by the ESAA Region Coordinator and program monitor to project staff.

7.0 By June 30, 1980, at least 80% of the voluntary programs initiated during the previous school year by teachers who were transferred in September 1979 will have continued in operation by transferred staff. This will be measured by reports made by local school administration and transferred teachers to the Region ESAA Coordinator and ESAA project staff.

OBJECTIVES (con't)

- 8.0 By June 30, 1980, the ESAA staff will have designed and implemented a Classroom Management program for teachers from the schools affected by the staff desegregation court order. This will be measured by description of program, records of participation, and evaluation of program by participants submitted to the program monitor at the conclusion of each activity throughout the year.
- 9.0 By June 30, 1980, the ESAA staff will have designed and implemented a program for providing equal educational opportunity through the performance of classroom behaviors which demonstrate equality of teacher expectations for students in the classrooms of the schools affected by the staff desegregation court order. This will be measured by description of program, records of participation, evaluation of program by participants, and observations by support staff submitted to the program monitor on a monthly basis.
- 10.0 By June 30, 1980, the ESAA staff will have designed and implemented a Student Expectation program which will involve students in each affected school in the process of defining expectations for themselves and teachers, raising and equalizing these expectations, and converting these expectations to positive classroom behaviors. This will be measured by description of the program, records of participation, student and teacher evaluation of the program, and observations by support staff submitted to the program monitor on a monthly basis.

OBJECTIVE	ACTIVITIES	EVALUATION
<u>PRE-SERVICE WORKSHOPS</u> 1.0 By August 31, 1979, the ESAA staff will have designed and implemented a pre-service set of activities and meetings addressing the information concerns of all 472 teachers who will be transferred as part of the desegregation court order. This will be measured by descriptions of program and record of teacher participation submitted to the program monitor by September 30, 1979. 1.1 By July 27, 1979, the ESAA staff will have compiled maps showing best routes to be travelled to arrive at each school to which teachers will be transferred. 1.2 By July 27, 1979, the ESAA staff will have compiled community and student background profiles for each school to which teachers will be transferred.	<u>PRE-SERVICE WORKSHOPS</u> 1.0 Composition of ESAA staff: Director, 8 Region teaching staff 8 Region ESAA Coordinators, 2 members of ESAA Districtwide Advisory Committee (DWAC), 3 secretaries Resource persons to be utilized: Representatives from local school achievement teams; community residents from the eight regions; demographers from Office of School Housing Dept.; Region Achievement Specialists; staff from the Management Academy. 1.1 Resource persons from Office of School Housing will assist in the drawing of the travel maps. These maps will be included in a package of information to be given each transferred teacher along with the notification of school placement (in early August, 1979). 1.2 Resource persons from Office of School Housing will assist in the preparation of background community information (demographic). Resource persons from Region Offices and Offices of Administrative Statistics and Pupil Records will assist in the preparation of student background profiles indicating levels of student achievement, racial	<u>PRE-SERVICE WORKSHOPS</u> 1.0 Complete description of program and record of teacher participation will be documented and submitted to program monitor by September 30, 1979. Program monitor will review materials and prepare analysis for inclusion in mid-year and final report to U.S.O.E. Program monitor will also include documentation in meetings with district staff. 1.1 Program monitor will check for accuracy of maps and diagrams. Revision recommendations will be made to ESAA staff. 1.2 Program monitor will check for accuracy of community and student information and will recommend changes where indicated to ESAA staff.

OBJECTIVE	ACTIVITIES	EVALUATION
(Pre-service workshops cont'd)	composition, dropout rates, attendance patterns, etc., for each school. Information to be included in package as described in 1.1 and given to teachers in early August.	1.3 Program monitor will document that meetings have been established in all 125 sites where teachers are to be transferred and that correct information has been included in each notification package.
1.3 By July 27, 1979, the ESAA staff will have arranged meetings to be held between local school administration, local school achievement teams, community, and the incoming teacher for every building where a transfer will take place.	1.3 ESAA staff will have explained the content of each meeting to the participants. Meetings with principal and new teachers will consist of welcome, showing of new room, materials available, school facilities, security information, student records, and general school policy. Meetings with local school achievement team and new teaching staff will consist of a display and description of the school's achievement plan, the curriculum to be used, homework policies, expectations, parent participation, and degree of interaction on a continuing basis between local school staff and the achievement team. Meetings between community and incoming staff (existing staff as well) should be established at convenient times, contain introduction of new staff to community and offer both staff and community to interact in an informal social setting. Time and place of the meetings will be included in package of information given to staff to be transferred as part of notification package in early August.	35

OBJECTIVE	ACTIVITIES	EVALUATION
(Pre-service workshops cont'd) 1.4 By August 31, 1979 all meetings between transferred staff, school administration, local school achievement teams and community will have been held. 1.5 By September 30, 1979 all additional meetings will have been conducted to resolve the concerns of transferred and existing staff, school administration, community, parents and students.	1.4 ESAA staff will circulate to each of the 125 schools during the time of the various meetings to provide information and assistance to all participants. In addition, ESAA staff will record concerns of participants for inclusion in list of recommendations to Central School Administration. These recommendations will be given high priority for immediate implementation to ensure a smooth teacher transition process. 1.5 For those concerns expressed at the August meetings for which additional meetings are indicated, ESAA staff will arrange additional meetings. At this time the solutions to the problems will be explained and any further questions answered.	1.4 Records of teacher participation in meetings will be provided by September 30, 1979 to the program monitor for inclusion in reports to Central staff and in reports to U.S.P.E. Records of concerns of transferred staff, community and others will be documented and implementation of solutions noted. 1.5 Documentation of additional meetings and problem resolution will be supplied to the program monitor by October 31, 1979, for review and inclusion in reports to Central Administrative staff and U.S.O.E.

OBJECTIVE	ACTIVITIES	EVALUATION
<u>PREPARATION TIME</u> 3.0 By August 31, 1979, the ESAA staff will have structured a process by which transferred teachers participate in compensated extra-preparation time to effect a smooth curricular transition for students in September, 1979. This will be measured by description of program and record of teacher participation in preparation activities submitted to the program monitor by October 31, 1979. 3.1 By July 20, the ESAA staff will have completed a description of the availability of compensated preparation time. This proposed activity will be included in the package of information mailed to transferred teachers in early August, 1979.	<u>PREPARATION TIME</u> 3.0 Composition of ESAA staff is same as in activity 1.0. Resource persons to be utilized: 8 Region ESAA Coordinators 8 Region Achievement Specialists 3.1 During the period July 1-20, the ESAA staff in conjunction with the eight Region ESAA Coordinators and the eight Region Achievement Specialists will formulate an informational package to be mailed to transferred teachers in early August. The material will contain a description of an opportunity for transferred teachers to engage in compensated preparation time. The rationale, as documented in the needs assessment to this proposal, is that in transferring from one region to another, as a result of the desegregation court order, additional curriculum responsibilities will occur. Detroit, being a decentralized district, has eight regions. Each region is responsible	<u>PREPARATION TIME</u> 3.0 Complete description of program and record of teacher participation will be documented and submitted to program monitor by October 31. Program monitor will review materials and prepare analysis for inclusion in mid-year and final report to U.S. Office of Education. Program monitor will also include documentation in meetings with district staff. 3.1 ESAA staff will provide the program monitor with the information package material dealing with paid preparation time by July 27, 1979. A list of those teachers who elect to participate will be given to the program monitor by August 31, 1979. The program monitor will document the number of participants in reports to U.S.O.E. and district staff.

OBJECTIVE	ACTIVITIES	EVALUATION
<u>WORKSHOPS FOR ADMINISTRATORS</u> 5.0 By August 17, 1979, at least 85% of all administrators who will be receiving teachers as part of the desegregation court order will have participated in inservice training and will be able to demonstrate effective support techniques in assisting the acclimation of new teachers to their buildings. This will be documented by evaluative reports on each administrative participant by the Management Academy staff of the district. 5.1 ESAA staff and Management Academy staff will notify administrators of existence of inservice training in letters mailed by July 30, 1979.	<u>WORKSHOPS FOR ADMINISTRATORS</u> 5.0 Composition of ESAA staff is same as in activity 1.0 Resource persons to be utilized: --staff from Management Academy --Consultants in Human Relations 5.1 Management Academy staff during the period July 1, 1979 to July 30, 1979 will adapt existing training programs for administrators to include the following provisions relating to inservice for effective administrative support to transferred teachers: --interpersonal relationships; including establishment of lines of communication between administration and staff; --recognition of various kinds of teacher behavior (e.g. passive, aggressive, assertive, etc.) and ways to maximize output from such staff and to build upon such behavior;	<u>WORKSHOPS FOR ADMINISTRATORS</u> 5.0 ESAA staff will receive records of inservice training and numbers of participants. ESAA staff will transmit this information to program monitor by September 30, 1979. Anecdotal reports by Management Academy staff will also be included showing ability of trainees to exhibit effective support techniques. Program monitor will document reports and include in reports to district staff and U.S.O.E. 5.1 Copies of notifications will be submitted to program monitor by September 30, 1979 and records of administrative participation will be included Program monitor will attend workshop sessions and document participation by administrative staff. Records of participation will be documented in reports to district staff and U.S.O.E.

OBJECTIVE	ACTIVITIES	EVALUATION
Workshops for Administrators (cont'd.)	5.1 (cont'd.) --simulated activities; e.g., welcoming, role-playing, etc. --identification of possible teacher problems ESAA staff will assist Management Academy staff by content design and notification of participants. All administrative staff in each receiving school will be requested to attend the inservice sessions--principal, assistant principal(s), unit heads. The staff from each building will be trained as an administrative team. In this way, the assistant will <u>not</u> be saying that the reason an activity wasn't implemented was because the principal didn't know or wouldn't cooperate.	5.2 (same as 5.1)
5.2 All administrative staff will be trained during the period August 6-17, 1979.	5.2 Management Academy staff will conduct training during this time period. Consultants will be utilized in training activities. Evening and week-end retreats will be utilized to increase the effectiveness of the training. Simulated activities, role-playing and "lecturettes" will be employed. Cohesiveness of staff and positive expectations for incoming teachers will be stressed.	45

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OBJECTIVE	ACTIVITIES	EVALUATION
Workshops for Administrators (cont'd.) 5.3 During the period September 15 - May 15, staff from the Management Academy will visit schools and conduct additional inservice training for administrative teams indicating desire or need for same.	5.3 Training during the school year will consist of: --problem identification --additional resources to use to identify and solve interpersonal relationships problems --solution of problems unique to desegregation of staff --evidence that problems are being addressed Training sessions will be conducted in evenings, on weekends and during vacation periods such as Christmas and Easter and between semester breaks.	5.3 Records of additional administrative workshops will be documented and submitted to program monitor by ESAA staff on a monthly basis during the 1979-80 school year. Program monitor will document numbers of sessions and participants and will observe actual sessions. Program monitor will design questionnaire for administrators to determine "effectiveness" of sessions. Results of evaluation will be included in reports to U.S.O.E and administrative staff.

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OBJECTIVE	ACTIVITIES	EVALUATION
<u>OMBUDSMAN</u> 6.0 By June 30, 1980, each teacher transferred as a result of the desegregation court order will have been visited at least six (6) times by the Region ESAA Coordinator and will have had responses to each of the concerns raised to the coordinator during the 1979-80 school year. This will be measured by monthly and year-end reports by the ESAA Region Coordinator and program monitor to project staff. 6.1 By August 31, 1979, the ESAA staff will have met with each Region ESAA Coordinator and designed a process for identification and solution of problems indicated by transferred staff.	<u>OMBUDSMAN</u> 6.0 Composition of ESAA staff is same as in activity 1.0. Resource persons to be utilized: Region ESAA Coordinators Districtwide Advisory Committee Local School Principals 6.1 Each ESAA Region Coordinator will design a visitation schedule wherein each of the transferred teachers in their region will be visited at least six (6) times during the 1979-80 school year. Each coordinator will also design a response form in which the central ESAA staff is kept informed of the problems identified by the transferred staff and the solutions identified by the coordinator.	<u>OMBUDSMAN</u> 6.0 By June 30, 1980, the ESAA project staff will submit to the program monitor a listing of the visitations made by the Region ESAA Coordinators to the teachers transferred as a result of the desegregation court order. The listings will also include the problems raised and the solutions identified. The program monitor will document this listing for inclusion in reports to U.S.O.E. and district administrative staff. 6.1 Copies of each Region ESAA Coordinators visitation schedule and information design format will be given to the program monitor by September 30, 1979. The program monitor will document this listing for inclusion in reports to U.S.O.E. and district administrative staff.

OBJECTIVE	ACTIVITIES	EVALUATION
(Ombudsman cont'd.) 6.2 By June 30, 1980, each Region ESAA Coordinator will have visited each transferred teacher in the region at least six (6) times. This will be measured by reports submitted by the coordinators to ESAA central staff.	6.2 Visitations by the coordinators will take place beginning the first week of school in September and will continue through June of 1980. Each teacher, where necessary, will be given released time to meet with the coordinator in the school building. At each meeting with the transferred teachers, the coordinators will note the existence of any continuing problems associated with the desegregation of staff. Each problem will, when feasible, be solved at the region level through interaction with the region superintendent and staff. For those problems which require central action, the coordinator will contact the central ESAA staff who will have weekly meetings with the appropriate central departmental staff in an attempt to ameliorate the problem. Written responses will be given each teacher identifying the problem expressed, the solution identified or the fact that the problem is currently in the process of being solved.	6.2 The program monitor will receive monthly reports from the ESAA staff indicating the visitations made by the region ESAA coordinators and the problems solved at the region level. Central ESAA staff will also provide the program monitor with a listing of the problems which were addressed at the central level and the solutions identified. The program monitor will document this listing for inclusion in reports to U.S.O.E. and district administrative staff.

OBJECTIVE	ACTIVITIES	EVALUATION
<u>SENDING/RECEIVING SCHOOL LINKAGES</u> 7.0 By June 30, 1980, at least 80% of the voluntary programs initiated during the previous school year by teachers who were transferred in September 1979 will have continued in operation by transferred staff. This will be measured by reports made by local school administration and transferred teachers to the Region ESAA Coordinator and ESAA project staff.	<u>SENDING/RECEIVING SCHOOL LINKAGES</u> 7.0 Composition of ESAA staff is same as in activity 1.0. Resource persons to be utilized: - Local school principals - Teacher resource center staff - Local school achievement teams - Region Curriculum Administrators - Region Achievement Specialists	<u>SENDING/RECEIVING SCHOOL LINKAGES</u> 7.0 By June 30, 1980, the program director will provide the ESAA program monitor with a description of the programs which were in operation during the 1978-79 school year by those teachers who were subsequently transferred in September, 1979. The program monitor will also receive a listing of those programs which were continued by transferred staff during the 1979-80 school year. Program monitor will document the accuracy of the program descriptions and listings for inclusion in reports made to district administrative staff and U.S.O.E. The objective will have been attained if at least 80% of the programs in operation during the 1978-79 school year were continued during the 1979-80 school year.

OBJECTIVE	ACTIVITIES	EVALUATION
7.1 By July 27, 1979, the ESAA staff will have designed a form indicating voluntary program descriptions, to be included in package of information to be given to transferred teachers in early August.	7.1 Along with the package of information indicating the new assignment of transferred teachers, a form will be included containing two parts. In the first part, the teacher will be asked to describe those programs which were conducted during the 1978-79 school year either on a voluntary or required basis. Examples of such programs include photography clubs, chess clubs, after-school remedial assistance, journalism activities, sports related activities, etc. In the second part, teachers will be asked, in the case of voluntary programs, what types of materials and supplies they will need if these programs are to be initiated at the new school (or continued by other staff at the old school) and whether they wish to continue the programs. Also included will be a request for the transferred staff to indicate whether they would be willing, on a release time basis, to visit and assist their replacement at the old school to continue those programs in operation during the 1978-79 school year.	7.1 The ESAA staff will provide the program monitor with copies of the teacher response form by July 27, 1979. The program monitor will review the form, document its transmittal to all 472 transferred staff and include results in reports to U.S.O.E. and district administrative staff.

cont

OBJECTIVE	ACTIVITIES	EVALUATION
7.2 By September 30, 1979, ESAA staff will have arranged for release time for transferred staff to visit replacement teachers to explain ways to continue programs at "old" school. Release time visitations will occur during months of September through December, 1979. This will be measured by documentation provided to program monitor of schedules, visitations and establishment of program.	7.2 Region ESAA Coordinators will assist in arrangements for release time for transferred teachers and provision of substitutes. Coordinators will accompany teachers in visitations and note additional supplies and materials necessary to re-establish 1978-79 programs during the year. Administrative problems in this re-establishment will be noted as identified. Any problems not solved on a regional basis will be communicated to central ESAA staff for resolution. Region ESAA Coordinators will document the re-establishment of programs and report to central ESAA staff on a monthly basis. Region and central ESAA staff will expedite the processing of requests for supplies and materials where indicated.	7.2 ESAA staff will provide monthly reports to the program monitor of the visitations made by teachers, the results of visitations, the supplies and materials obtained, the re-establishment of programs and the records of participation by students in both the "old" and "new" schools. These reports will be verified for inclusion in monthly reports to central administrative staff and reports to U.S.O.E.

OBJECTIVE	ACTIVITIES	EVALUATION
<u>CLASSROOM MANAGEMENT</u> 8.0 By June, 1980 the ESAA staff will have designed and implemented a Classroom Management program for teachers from the schools affected by the staff desegregation court order. This will be measured by description of program, records, of participation, and evaluation of program by participants submitted to the program monitor at the conclusion of each activity throughout the year. 8.1 By August 15, 1979 the full year's program will be designed by the ESAA staff.	<u>CLASSROOM MANAGEMENT</u> 8.0 Composition of ESAA Staff: Director, 8 Region teaching staff 8 Region ESAA Coordinators, 2 members of ESAA Districtwide Advisory Committee (DWAC), 3 secretaries Resources to be utilized: Department of Staff Development, Teacher Center staff, Principals, Assistant Principals, Department Heads, local university consultants, region office staff, and Management Academy resources. 8.1 The ESAA staff will prepare a detailed guide for the implementation of the program to improve Classroom Management. The guide will present a sequential plan for use by the administrative staff in each affected school which will include content, materials, resource activities, follow-up procedures, and evaluation tools. Samples of content can be found in the Appendix.	<u>CLASSROOM MANAGEMENT</u> 8.0 During the last four weeks of the school year the program monitor will interview a sample of the participants to obtain data for evaluating the complete year's activities. 8.1 The completed guide will be evaluated by a committee composed of 3 experienced teachers and 3 principals. The committee may suggest modifications which the ESAA staff will incorporate into the guide prior to utilization.

OBJECTIVE	ACTIVITIES	EVALUATION
8.2 By August 24, 1979 the ESAA staff will be prepared to introduce the Classroom Management guide to principals, assistant principals, and department heads during the week of August 27-31. 8.3 During the week of August 27-31, 1979 principals, assistant principals, and department heads of each affected school will attain proficiency in the use of the Classroom Management guide. 8.4 During the week of August 27-31, 1979 the principals of the affected schools will prepare a statement of discipline policy and procedures to be discussed with the transferred teachers before school opens.	8.2 The ESAA staff will prepare to present the Classroom Management guide and to train principals, assistant principals, and department heads in the utilization of the guide in conducting Classroom Management workshops in their buildings and in providing support to teachers who need assistance. Materials and visuals will be prepared in support of the next activity. 8.3 In each region at least one-half day will be utilized to train principals, assistant principals, and department heads in the utilization of the Classroom Management guide. Staff Development personnel will function as resource for these sessions. 8.4 During the period of pre-service activities for transferred teachers previously described in these activities the building principals will present and discuss discipline policies and procedures: i.e. staff roles, procedural steps for problems, and follow-up processes.	8.2 The plan for presenting the guide will be reviewed by the Region Superintendent or designee in each region. 8.3 The participants will evaluate the activity and submit the evaluations to the monitor for summary. The data will be used to structure follow-up activities if needed. 8.4 The transferred teachers will respond to a brief survey regarding the adequacy of the information supplied to them regarding discipline practices in their new school. The program monitor will summarize the surveys.

OBJECTIVE	ACTIVITIES	EVALUATION
8.7 During the year the participating teachers will receive staff support from building administrators and region ESAA staff both in the classroom and outside.	8.7 The building administration will give priority to requests for assistance from the participating teachers. The assistance may take the form of (i.e.) classroom observations, provision of additional resources, conferences concerning problems, or other reasonable requests. Other teachers may be identified as resource help for the participating teachers. The region ESAA staff will visit each participating school at least once a month. During these visits the ESAA staff will schedule time with each participating teacher for purposes of discussing any problems or questions that might be resolved at the region level or with the assistance of the ESAA staff. The region ESAA staff will also be available for assistance to the participating teachers at any other time upon request.	8.7 ESAA staff and building administrators will maintain logs of activities resulting from providing support to the participating staff. The program monitor will request copies of a sample of logs on a monthly basis. Summaries of types of assistance provided will be compiled.

OBJECTIVE	ACTIVITIES	EVALUATION
<u>TEACHER EXPECTATIONS</u> 9.0 By June 30, 1980, the ESAA staff will have designed and implemented a program for providing equal educational opportunity through the performance of classroom behaviors which demonstrate equality of teacher expectations for students in the classrooms of the schools affected by the staff desegregation court order. This will be measured by description of program, records of participation, evaluation of program by participants, and observations by support staff submitted to the program monitor on a monthly basis.	<u>TEACHER EXPECTATIONS</u> 9.0 Composition of ESAA Staff: Director, 8 Region teaching staff 8 Region ESAA Coordinators, 2 members of ESAA Districtwide Advisory Committee (DWAC), 3 secretaries Resources to be utilized: Staff Development, Teacher Center, outside consultants with expertise in teacher-student interaction. The model to be utilized in this activity is the Equal Opportunity in the classroom (EOC) model developed by Sam Kerman and other staff in the Los Angeles County Schools and modified for use in this Detroit program. The basic elements of the model are presented on the following page. The preparation for and implementation of the model will be a sequential activity that will be carried out through the complete school year.	<u>TEACHER EXPECTATIONS</u> 9.0 The participating teachers will complete a pre and post evaluation instrument designed to measure the teachers' self analysis of their student expectations. The data will be analyzed by the program monitor.

EQUAL OPPORTUNITY IN THE CLASSROOM

Monthly Workshops

Interaction Content Areas

	<u>A</u> (Response Opportunities)	<u>B</u> (Feedback)	<u>C</u> (Personal Regard)
#1	Equitable distribution	Affirm/Correct	Proximity
#2	Individual help	Praise	Courtesy
#3	Latency	Reasons for praise	Personal interest and compliments
#4	Delving	Listening	Positive Facial Expressions and Body Language
#5	Higher-level questions	Accepting feelings	Desist

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The workshops will consist of presentation of materials, discussion of techniques, illustrations, demonstrations, and role playing activities. As the techniques are not new there will be a focus on "why they are not used with all children in a classroom?"

During the period of time between workshops the participants will consciously use the techniques from the completed workshop(s). The participants will invite other participants to observe them and record utilization of the techniques.

OBJECTIVE	ACTIVITIES	EVALUATION
9.1 During the first two weeks of August, 1979 the Region ESAA Coordinators will be trained to be trainers in the EOC model implementation. Other ESAA staff will also participate to provide for backup resources. 9.2 During the week of August 20-24, 1979 the principals, assistant principals, and department heads from the affected schools will be trained to conduct EOC training for their staff. 9.3 During the months of September, 1979 through January, 1980 the teachers in the affected schools will complete the EOC workshop series.	9.1 Resource staff from Staff Development and the Teacher Center will have had previous training and will conduct the training of the ESAA staff. The participants will be involved in simulation activities designed to allow them to practice being the trainer of others. Time will be allowed for staff to prepare all training materials for activities 9.2 and 9.3. 9.2 The Region ESAA Coordinators will plan and implement EOC training for building administrators within each region. Other ESAA staff will assist in these sessions. The building administrators will complete a 3 day seminar to prepare for leading the 5 workshop series in their buildings. The training of building administrators will be the same as that conducted in 9.1 9.3 The principals of the participating schools will schedule their 5 workshop series within their region. The schedule should be such that the services of the Region ESAA Coordinator and other Region ESAA staff can be utilized as resource for a maximum number of schools. Each workshop will be 3 hours in length and may be after school, a combination of released time staff meeting and after school, or Saturday sessions. Each principal in consultation with staff will select the most satisfactory option or combinations of options.	9.1 Each participant's simulation will be evaluated by the other participants. Feedback will be given so that each participant may adjust for weakness. Participants will evaluate the activity as the training progresses. The program monitor will record the data. 9.2 Each participant's simulation will be evaluated by the other participants. Feedback will be given so that each participant may adjust for weakness. Participants will evaluate the activity as the training progresses. The program monitor will record the data. 9.3 After completion of each workshop the responsible administrator will submit an evaluation form to the program monitor. The program monitor will observe a random sample of sessions and participants in these sessions will complete an evaluation form.

OBJECTIVE	ACTIVITIES	EVALUATION
9.4 The teachers in the participating schools will implement the EOC model with at least one class throughout the 1979-80 school year.	9.4 After the completion of EOC Workshop #1 the participating teachers will select at least one class in which to implement the model. The class selected should be in the teacher's judgement the most heterogeneous group the teacher has responsibility for. After selection of the class the teacher should analyze the pre-level of teacher-student interaction that exists and develop some plans for change based upon this analysis. As each workshop is completed the analysis should be repeated based upon the additional techniques incorporated into the model. A minimum level of one class was selected to assure the fullest participation in implementation. This does not set a maximum. It is predicted that success at the minimum level will motivate staff to extend the model to all groups of students for whom they have responsibility. The ESAA staff will function as support and resource staff during all phases of implementation. During the second half of the year follow-up workshops will be scheduled on a region wide basis.	9.4 The program monitor will select a random sample of participating teachers to briefly report success and failures in implementation on a monthly basis. In addition, the selected teachers will submit student performance and attendance data for the target class initially selected. The data will be for the 1978-79 and 1979-80 school years.

OBJECTIVE	ACTIVITIES	EVALUATION
9.5 During the 1979-80 school year the teachers will participate in the observation/reporting process for at least the initially selected target class.	9.5 The participating teachers are to agree to being observed by a peer. As the teacher bargaining agreement contains a provision for teacher evaluation which includes a peer with membership on the individual teacher's committee, it is suggested that a dual role be achieved for this activity. The emphasis in the observation is on reporting. The observer codes interactions for a period of 30 minutes and gives the results to the teacher being observed for examination. There should be four observations between workshops, no more than twice in one week, and not on consecutive days. As this phase is time consuming during teacher preparation time provisions will be made to provide substitute service in the participating schools.	9.5 The random sample of teachers participating in the evaluation in 9.4 will also participate in the evaluation of this activity. They will report the effectiveness of the observation/reporting process to the program monitor on a monthly basis.

OBJECTIVE	ACTIVITIES	EVALUATION
<u>STUDENT EXPECTATIONS</u> 10.0 By June, 1980, the ESAA staff will have designed and implemented a student expectation program which will involve students in each affected school in the process of defining expectations for themselves and teachers, raising and equalizing these expectations, and converting these expectations to positive classroom behaviors. This will be measured by description of the program, records of participation, student and teacher evaluation of the program, and observations by support staff submitted to the program monitor on a monthly basis. 10.1 During the month of September, 1979 target groups of students in the participating schools will be identified for involvement in the activity.	<u>STUDENT EXPECTATIONS</u> 10.0 Composition of ESAA Staff: Director, 8 Region teaching staff 8 Region ESAA Coordinators, 2 members of ESAA Districtwide Advisory Committee (DWAC), 3 secretaries Resources to be utilized: Staff Development Department, Teacher Center, and outside consultants with expertise in student training activities. 10.1 The principal and other building administrators will select intact classroom groups of students to participate in the initial cycle of the student expectations program. The selections will be made on the basis (i.e.) of (1) having a number of descriptive students, (2) having a class truancy problem, (3) having a school absentee problem, (4) being an uncontrolled class in general, or (5) by request of the teacher should be selected by the principal. The process of selection will take place after the school staff receives full explanation of the activity.	<u>STUDENT EXPECTATIONS</u> 10.0 10.1 Descriptions of the selection process will be submitted to the program monitor.

OBJECTIVE	ACTIVITIES	EVALUATION
10.2 By October 15, 1979 a student representative from each selected class will have completed the initial phase of the student expectation program.	10.2 The teachers of the selected target groups of students will identify one student who is accepted as a classroom leader <u>by the students</u> to participate in student expectation training. The Region ESAA Coordinators and other ESAA staff will conduct the training at the region level. Outside consultants and other school system staff will serve as resource for the training. The students will be trained to initiate and lead student expectations activities in their classrooms. The content of the training will include background materials on expectations, cause and effect relationships, techniques for leading class discussions, processes to initiate in classes for identification of expectations of self and teachers, goals and objectives of the program. The training will be of 10 hours duration with the regions determining the schedules. During the later part of the activity the teachers of the target groups will join the sessions to establish the initial link between teacher and student in the activity. As the original classes selected reach full implementation levels the principals will select additional target classes and this activity will be repeated during the year several times.	10.2 The participating student will submit brief descriptions of their experiences to the program monitor. The ESAA staff will maintain a log of the activities.

OBJECTIVE	ACTIVITIES	EVALUATION
10.3 From October 16, 1979 through the end of the school year, June 15, 1980, the student expectations will be implemented in the target classes.	10.3 During the first week after the student training is completed a minimum of one hour will be utilized to initiate the student expectation program in each target class. Thereafter, a minimum of 30 minutes will be utilized to maintain the program. All students in the target class will define their expectations of self and of teachers as they relate to all areas of performance in the classroom. This process will utilize class discussion led by the initiating student to assist the entire class in the process. The teacher will function as resource in the process and not as leader. As the initial expectations are defined and accepted the students will be encouraged to define new ones and raise the initial expectations throughout the year. Time will be utilized to allow members of the class to share expectations related experiences from other situations with the class. In the initial phases of total class activity the teacher will define his/her expectations for the class. The process will be continuously evaluated within the class. ESAA staff and building administrators will function as resource for teachers and students. ESAA staff will schedule follow-up sessions for the students who participated in 10.2 either in each building or on a region wide basis. ESAA staff will be available to assist individual student initiators upon request. ESAA staff will prepare all materials to be utilized by the target classes in this activity.	10.3 The student initiators will maintain logs of activities and submit them monthly to the ESAA staff.

OBJECTIVE	ACTIVITIES	EVALUATION
10.4 During the period of time from November 1, 1979 through June 30, 1980 individual student-teacher contracting will be implemented in the target classes.	10.4 Subsequent to the initialization of the student expectations program in the target classes and after student expectations have been defined individual student-teacher contracting will be initiated upon student request. The process will be one in which teacher and student agree upon a set of behaviorally stated objectives that each will attempt to attain during the duration of the class. The objectives will be related to all areas of classroom performance for the student (homework, recitation, behavior, attendance, punctuality) and for the teacher (calling upon student, giving classroom assistance, giving out of class assistance, providing extra resources for student use). The established contracts will be reviewed for progress evaluation periodically. Parents will receive copies of the contracts. The contracts will become the basis for parent-teacher conferences which will also include the students. The parents will have the option to become party to the contracts and set some objectives for themselves related to their children's performance in school. ESAA staff and building administrators will provide support and resource to the teachers in the contracting process.	10.4 A random sample of teachers and students will be requested by the program monitor to evaluate the contracting process in its initial stages, in February, 1980, and in June, 1980. A summary report will be prepared.